

# Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              DOCUMENT CONTROL CENTER              GRANTS ADMINISTRATION              OCT 26 PM 1:30           </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

## Schedule #1 - General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
South San Antonio ISD	015-908		
Vendor ID #	ESC Region #		
74-6002335	20		
Mailing address	City	State	ZIP Code
5622 Ray Ellison Blvd.	San Antonio	TX	78242

### Primary Contact

First name	M.I.	Last name	Title
Delinda		Castro	Chief/Academic Officer
Telephone #	Email address		FAX #
210-977-7365	<a href="mailto:dcastro@southsanisd.net">dcastro@southsanisd.net</a>		210-623-1846

### Secondary Contact

First name	M.I.	Last name	Title
Abelardo		Saavedra	Superintendent
Telephone #	Email address		FAX #
210-977-7020	<a href="mailto:asaavedra@southsanisd.net">asaavedra@southsanisd.net</a>		210-977-7021

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Abelardo		Saavedra	Superintendent
Telephone #	Email address		FAX #
210-977-7020	<a href="mailto:asaavedra@southsanisd.net">asaavedra@southsanisd.net</a>		210-977-7021

Signature (blue ink preferred)



Date signed 10-25-2017

Only the legally responsible party may sign this application.

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Via: telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #1—General Information**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
---	----------------	--------------------------------------------

No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
---	---------------------------------------------	----------------------------------------------------

No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<input checked="" type="checkbox"/>	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4 – Request for Amendment**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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<b>Schedule #4 – Request for Amendment (cont.)</b>			
County-district number or vendor ID: <b>015-908</b>			Amendment # (for amendments only):
<b>Part 4: Amendment Justification</b>			
<b>Line #</b>	<b>Schedule # Being Amended</b>	<b>Description of Change</b>	<b>Reason for Change</b>
1.			
2.			
3.			
4.			
5.			
6.			

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

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Schools of choice continue to grow in popularity as a way to better prepare students to be college and career ready. CTE programs of choice, offered as a Career Cluster, within a title I comprehensive High School, allows for benefits for students, the workforce, and surrounding institutions of higher education. Students are provided with the opportunity to earn vital job skills and certifications, while working toward earning college credits. The workforce benefits through the increased availability of better trained and more qualified job applicants that have been vetted through the CTE program. Local institutions of higher education, such as Palo Alto Community College, will benefit through the continued relationship with South San Antonio Independent School District, allowing for students to begin college more prepared and already established with some college credit earned.

According to the Texas Workforce Commission, health science is the fastest-growing sector in today's job market and offers some of the highest paying careers. This trend is expected to continue as the country's population continues to age and more people need additional health services. South San Antonio ISD will establish the Health Science Academy, within South San Antonio High School, to solidify the Health Science Pathway as a premier program. The vision of the Health Academy states, "Through high-quality, rigorous instruction and engaging, real-world educational experiences and internships, the students of the Health Science Academy at South San Antonio High School will gain the knowledge and skills necessary to build a foundation for a successful career in Health Science." This is the objective of all courses and actions within the Health Science Academy.

***The purpose of the Perkins Reserve Grant is to assist districts in preparing students who enroll in CTE courses for high skill, high wage, or high demand occupations in current or emerging fields.*** The Health Science Academy at South San Antonio High School will offer programs and certifications in the following areas: Emergency Medical Technician, Pharmacy Technician, and Licensed Vocational Nurse. According to the Texas Workforce Commission's Texas Career Check, these three career fields will offer substantial financial and foreseeable employment opportunity. Emergency Medical Technicians earn an average annual wage of \$35,867 and the employment rate is expected to increase by 29.87%. Pharmacy technicians earn an average annual wage of \$33,080 and the employment rate is expected to increase by 25.52%. Licensed Vocational Nurses earn an average annual wage of \$46,112 and the employment rate is expected to increase by 26.70%. The grant will allow for the programs to offer truly innovative experiences to our students, through the purchases of cutting-edge technology which simulate real-world scenarios and prepares students for clinical experiences, certification exams, and the workplace. The new academy will establish a coherent sequence of courses for each pathway that will ensure high quality and rigorous education that will provide students with the skills and knowledge necessary for them to be able to complete the certification requirements and be assets to the workforce and education communities, immediately upon graduating high school.

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 RFA #701-17-103; SAS #269-18  
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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: **015-908** Amendment # (for amendments only):  
 Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)  
 Grant period: November 13, 2017, to August 31, 2018 Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$5,000	\$	\$5,000	\$28,319
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,000	\$	\$3,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$65,000	\$	\$65,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$2,000	\$	\$2,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$75,000</b>	<b>\$</b>	<b>\$75,000</b>	<b>\$28,319</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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**Schedule #7 - Payroll Costs (6100)**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$28,319
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					

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2 1	Title			\$	\$
2 2	Title			\$	\$
2 3	Title			\$	\$
2 4	Subtotal employee costs:			\$	\$28,319
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
2 5	6112	Substitute pay		\$	\$
2 6	6119	Professional staff extra-duty pay		\$ 5000	\$
2 7	6121	Support staff extra-duty pay		\$	\$
2 8	6140	Employee benefits		\$	\$
2 9	61X X	Tuition remission (IHEs only)		\$	\$
3 0	Subtotal substitute, extra-duty, benefits costs			\$ 5000	\$
3 1	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$5000</b>	<b>\$28,319</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>Schedule #8 Professional and Contracted Services (6200)</b>			
County-district number or vendor ID:		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
<b>Expense Item Description</b>			<b>Grant Amount Budgeted</b>
<b>Match</b>			
6269	Rental or lease of buildings, space in buildings, or land		\$
	Specify purpose:		\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>			\$
<b>Professional and Contracted Services</b>			
<b>#</b>	<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>
			<b>Match</b>
1			\$
2			\$
3			\$

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4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$3000	\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$3000</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**County-District Number or Vendor ID: **015-908**

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		<b>Grant Amount Budgeted</b>	<b>Match</b>
<b>6300</b>	Total supplies and materials that do not require specific approval:	<b>\$65,000</b>	<b>\$</b>
<b>Grand total:</b>		<b>\$65,000</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: <b>015-908</b>		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$ 2000	\$
Grand total:		\$2000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 015-908			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: <b>015-908</b>										Amendment # (for amendments only):				
<b>Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	300	90.3%												
Limited English proficient (LEP)	25	7.6%												
Attendance rate	NA	%												
Annual dropout rate (Gr 9-12)	NA	3%												
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	2	50%												
6-10 Years Exp.	2	50%												
11-20 Years Exp.		%												
20+ Years Exp.		%												
No degree	2	50%	1 vacancy; 1 associate degree											
Bachelor's Degree		%												
Master's Degree	2	50%												
Doctorate		%												
<b>Part 2: Students/Teachers To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution								
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										78	90	85	79	332
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	1	1	4

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**Schedule #13—Needs Assessment**County-district number or vendor ID: **015-908** Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Expand the industry certifications/licenses earned at South San Antonio High School that are on the Perkins Program Effectiveness Report (PER). The Texas Workforce Commission indicates that there will be an increase of 31.23% by 2024.	Health Science cluster will be an option for students at South San Antonio High School. Health Science courses will be offered that are aligned with secondary and postsecondary courses.
2.	Increase the total number of students earning one or more industry certifications or licenses that are included on the Perkins Program Effectiveness Report (PER). These certifications will be related to the program of study being supported by the Perkins Reserve Grant. South San Antonio ISD's District Improvement Plan has this as a strategy based on needs assessment.	The Licensed Vocational Nurse (LVN) will be an option for students at South San Antonio High School.
3.	Increase the number of students that participate in industry experiences related to this grant. This would include students that are classified as at-risk and non-traditional. This is also a need addressed in the South San Antonio ISD District Improvement Plan.	Provide Health Services courses to enable students to participate in internships with local medical doctors or hospital.
4.	Increase the number and kind of learning opportunities with partnering organizations or institutions. Professional development for Career and Technical Education program involves the Health Science teachers. Another need as addressed in the South San Antonio ISD District Improvement Plan.	Provide professional development opportunities for teachers teaching in the Health Science Cluster.
5.	Further establish partnerships with institutions of higher education and our local businesses and industries. The CTE Advisory Board was created to address this need to continue development for the benefit of our students.	Continue to meet with the South San Antonio Board of Development and Palo Alto Community College to strengthen programs related to Health Science.

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On this date:

By TEA staff person:

**Schedule #14—Management Plan**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Chief Academic Officer	The Chief Academic Officer will be responsible for the oversight of planning, implementing and evaluating the goals and objectives of this grant. The Chief Academic Officer has several years of experience at the district level and understands the management of grants.
2	Director of Health Science Academy	HSA director works very closely with the campus leadership and will ensure that the goals of this grant are clearly conveyed to the high school campus. This person has several years experience at the campus level, along with principal experience, and will work with the CTE Advisory Board and will work closely with the Health Science teachers to ensure fidelity of this grant.
3	Campus Executive Principal	The Campus Executive Principal will work with both the Chief Academic Officer and the Director of the Health Science Academy to ensure that the courses and certifications are offered and meet the fidelity of this grant.
4	CTE Coordinator	The CTE Coordinator's focus is CTE. This person has experience at the campus level, along with principal experience, and will work closely with the HSA director.
5	College and Career Advisor	The focus of this position is college and career. This person will work very closely with students to organize and arrange the internships with the local businesses/industries. Has many years experience in business working with students guiding them with college and career decisions.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Increase the number of certifications provided for students.	1. Identify the in demand occupations	11/13/2017	11/17/2017
		2. Crosswalk of SSAHS, PAC courses	11/17/2017	12/20/2017
		3. Academic plan to include Health Science	11/17/2017	12/20/2017
		4. MOU with Palo Alto College	12/04/2017	12/20/2017
		5. Determine courses to be included	11/17/2017	12/20/2017
2	Increase the total number of students receiving industry certifications.	1. Course textbooks purchased	11/13/2017	05/18/2018
		2. Equipment for courses purchased	11/13/2017	05/18/2018
		3. South San HS offers Health Science courses	11/13/2017	08/31/2018
		4. Track number of students taking courses	11/27/2017	08/31/2018
		5. Track number of students receiving certifications	01/04/2018	08/31/2018
3	Increase the number of students participating in internships.	1. Identify businesses and internships available	01/04/2018	05/31/2018
		2. Recruit students to participate in courses	11/27/2017	03/09/2018
		3. Track students who participate in internships	11/27/2017	08/31/2018
		4. Track students who are making progress toward graduation	11/27/2017	05/31/2018
		5. Track at-risk and non-traditional students	11/27/2017	08/31/2018
4	Increase the number of partnerships with	1. Work with CTE Advisory Board to increase contacts	11/20/2017	08/31/2018
		2. Attend South San Board of Development meetings	11/20/2017	08/31/2018
		3. Determine internships available to students	11/27/2017	05/31/2018

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5	local businesses and industries.	4.	Track the open internships and fill with students	11/27/2017	05/31/2018
		5.	Meet regularly with partners	12/03/2017	06/29/2018
	Increase the number of college credit hours earned by students.	1.	Recruit and track students participating	11/27/2017	08/31/2018
		2.	Track college hours earned by students	01/04/2018	08/31/2018
		3.	Advise and guide students about course selection	11/27/2017	05/31/2018
		4.	Work with PAC to help students get registered	11/27/2017	08/31/2018
		5.	Report number of college hours earned	01/04/2018	08/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: **015-908** Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To accomplish ongoing monitoring and continuous improvement, the program evaluation will be designed to analyze data as soon as it becomes available and create short feedback reports. Continuous monitoring will be used to keep track of the performance measures which include the number of industry experiences provided to students; number of students participating in the experiences; number of industry certifications earned; number of students earning more than one certification; student progress toward graduation; number of strategic partnerships; average number of hours of college credit earned; number of at-risk and non-traditional students participating. Grant staff will keep track of the recruitment of students and the number of students taking the Health Science classes. Evaluation will be continuous as the grant committee will meet regularly to discuss any possible problems and determine solutions or recommendations. Feedback will be shared at meetings to be held at least once a week during the early implementation of the grant and at least once every month in the later months of the grant period. During these meetings, or at any time deemed necessary, feedback will be provided to the grant coordinator to ensure that the grant activities are being carried out and to address any problems that might arise. The grant coordinator will monitor the progress of the implementation of the grant and provide guidance in any area of the implementation. The campus level staff will participate in self-assessments and periodic evaluations to assess the program's progress toward achieving the grant's objectives. The stakeholders will ensure that the funds awarded will be spent within the grant period of between November 13, 2017 and August 31, 2018.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #15—Project Evaluation**County-district number or vendor ID: **015-908** Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of industry certifications earned by students.	1.	Number of industry experiences by type
		2.	Number of students who participated in industry experiences
		3.	Percentage of at-risk and non-traditional students participating
2.	Number of students earning more than one certifications related to programs of study.	1.	Total number of students earning more than one certification
		2.	Number of students making required progress toward graduation
		3.	Total number of students earning certifications in Health Science
3.	Increase of students who participate in industry experiences	1.	Percentage of increase in industry experiences
		2.	Number of students employed as a result of this program
		3.	Number of certifications as a result of participation in industry experiences
4.	Increase in the number and kind of learning opportunities	1.	Number of students partnering with businesses and industries
		2.	Average number of college credit hours per student
		3.	Percent of at-risk and non-traditional students participating with businesses
5.	Increase in partnerships with institutions of higher learning and local businesses	1.	Number of partnerships
		2.	Percentage of increase in partnerships
		3.	Increase number of dual credit classes

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **015-908**

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

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County-district number or vendor ID: 015-908

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

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**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

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**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

South San Antonio ISD will have a Career and Technical Education Advisory Board that has members from the local hospital (Southwest General Hospital), assisted living facility and Palo Alto College in addition to other community partners. These three partners in addition to representatives from the district leadership, campus leadership, and Health Science teachers would be able to carry out the goals and objectives of this grant.

This group would meet initially during the planning year to review course curriculum and to provide their expertise to the various Health Science courses to meet industry standards and real-world demands of the occupation. In addition, curriculum would be revised to prepare students to pass the LVN license test. Representatives from these groups would meet at least four times a year to discuss various activities of this grant.

South San ISD plans to continue to build the partnerships and relationships with community businesses and industries to help support our students in the endeavor of the Perkins Reserve grant.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

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South San ISD has the experience, students, staff, resources, community partnerships and commitment to sustain this new Career and Technical Education Health Science pathway. South San High School has other major pathways and has the ability to be able to sustain this new program of study. The campus has a positive culture to successfully implement a successful nursing program that leads to degrees and licenses. The Health Science pathway will use research-based components and traditional funding sources to develop a system that is sustainable. The success of this grant will positively change the lives of our high school students; the learning environment of the school, and the economy of the community and state that will sustain the project. The building, classrooms, furniture, and educational materials that are in place have been identified to operate during the life of this project. These resources represent the school district's support of this Perkins Reserve Grant. The students will also have the opportunity to continue their education at Palo Alto College. With the creation of the new Health Science pathway for students, it is going to be imperative that the collaboration with a institute of higher education and local businesses and industries be continued so that our students will grow in their content area and be able to achieve more knowledge.

The continued partnerships will encompass the following:

- Collaboration with Palo Alto College
- Working with the Southside Chamber of Commerce partners
- Working with the local health care facilities
- Teachers at South San High School
- Principal and Assistant Principals at South San High School
- Central Office personnel at South San ISD

South San Antonio ISD is committed to having an ongoing partnerships for the benefit of our students. This proposed program can substantially change the future of a significant number of high need students in our district. All participants, including the higher education and healthcare partners are committed to a successful program for the students of South San Antonio High School. The **program of study** will be the Career and Technical Education **Health Science pathway**. Students will take courses designed to obtain either the LVN, EMT, or Pharmacy Technician. The students will take courses that build in rigor as they progress through high school. They will take dual credit courses in conjunction with Palo Alto College and will earn college hours so that they can continue on to Palo Alto College.

South San Antonio ISD has a MOU with a postsecondary institute of higher education - Palo Alto College.

#### Schedule #17—Responses to TEA Program Requirements

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By TEA staff person:

County-district number or vendor ID: <b>015-908</b>	Amendment # (for amendments only):
<b>TEA Program Requirement 7:</b> List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<b>Applicants applying for Focus Area 4 must address this question.</b>	

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County-district number or vendor ID: 015-908	Amendment # (for amendments only):
<b>TEA Program Requirement 8:</b> Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. <b>Applicants applying for Focus Area 4 must address this question.</b>	

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015-908		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18 – Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015-908		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015-908		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others

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E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **015-908**

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18 – Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015-908		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **015-908**

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18 – Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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